

Missouri Training and Employment Council

Lewis Chartock, Ph.D.
Acting Chair

Rose Marie Hopkins
Executive Director

Missouri Training and Employment Council

St. Louis Community College

Florissant Valley Campus

St. Louis, Missouri

January 11, 2007

8:30 a.m. – 2:55 p.m.

Attendees: Katharine Barondeau, Garland Barton, J. C. Caudle, Lewis Chartock, John Gaal, Don Hester, Gil Kennon, Joe Knodell, Rich Payne, Jerry Pelker, Herb Schmidt, Henry Shannon, Cheryl Thruston, and Brenda Wrench

Staff: Rose Marie Hopkins, Glenda Terrill, Trish Barnes

Other Attendees: Division of Workforce Development: Rod Nunn, Dawn Busick, Clinton Flowers, Roger Baugher, Jason Gatz, Mike McKown; Central WIB: Jan Vaughn; Northeast WIB: Sonny Raines; Ozark Region WIB: Bill Dowling; Northwest WIB: Kim Mildward; Southeast WIB: June O'Dell; Southwest WIB: Charles Shaver; St. Louis County WIB: Gene Gorden, Frederick Douglas; University of Missouri-St. Louis: Jim Duane; MERIC: Mary Bruton, Franciena King; Department of Elementary and Secondary Education: Steve Coffman; St. Louis Community College: Steve Long, Jane Boyle, Eilene Lyons, Jane Kerlagon; Retired, City of O'Fallon: Carolyn Caudle; ACT: Steve Anderson, Barbara Halsey; MERS/Goodwill: Jeff Cartnal; Employment Connection: Joe Wilkins; Infinite Scholars: Thomas Ousley

Call to Order

Lewis Chartock, Acting Chair, called the meeting to order and had all in attendance introduce themselves. Dr. Chartock expressed appreciation to Henry Shannon for allowing MTEC to meet on the Florissant Valley Campus of the St. Louis Community College.

Minutes

Garland Barton moved to approve the minutes of October 11, 2006. Gil Kennon seconded the motion. Minutes were approved.

MoCRC Update

Rose Marie Hopkins provided an overview of the Missouri Career Readiness Certificate (MoCRC) and how ACT's WorkKeys assessments are used to establish the scores. This is a certificate system that is relatively new to Missouri as it only began in April. It is not only important to know what skills a position requires, but also for the human resources officer to know what an applicant knows so that the right person is hired.

The goal for the MoCRC is to provide Missouri's employers with job seekers possessing the skill set for successful entry and advancement in Missouri's workforce, thereby insuring continuing economic development. In 1955, 60% percent of jobs were for unskilled labor, 20% required skilled labor, and the remaining 20% were professional jobs. The most recent numbers show 12% of today's jobs are for unskilled labor and 68% require skilled labor. The MoCRC reinforces the importance of skills the job applicant really has when coming to the interview table and to the workplace.

Companies that are expanding are offered a variety of financial incentives to come to a state or a community. However, the number one factor that determines whether a company moves into a community is the availability of a skilled workforce. With the scores from MoCRCs, a company will have more accurate information regarding the workforce in making the decision to expand. To meet the demand for that skilled workplace, Missouri has partnered with ACT to use WorkKeys to accurately obtain this information.

WorkKeys assessments are consistent and measurable, making them defensible in court. The assessments are skill specific. The test results are the same regardless of race, handicap, or gender. Scores are based on the highest level achieved by the individual. All of the WorkKeys skills are trainable skills so that with specific instructional intervention, individuals can increase their levels of skill mastery.

In reviewing information that has been presented to MTEC previously, Mrs. Hopkins explained that there are eight different WorkKeys assessments available. The three used for the MoCRC are reading for information, applied mathematics, and locating information. These three skills are utilized in 85% of occupations. Depending on the scores, a Bronze, Silver, or Gold certificate is awarded. According to ACT's information, 90% of all jobs in the United States fall under the Gold level. ACT is also piloting an assessment to address soft skills to measure an individual's work ethic, personality traits, and job fit. One of the special things about WorkKeys and the MoCRC is that it is applicable for skilled labor, unskilled labor, and professional positions.

There are 28 states that currently have a certificate similar to the MoCRC in place and another 16 states have certificates under development. If every state is using the same assessments, someone from Kentucky applying for a job in Missouri can present the Kentucky certificate as it would also show the employer what skill level that job seeker has. For those states that do not have a CRC program in place and are not planning to develop one, ACT has a National Career Readiness Certificate (NCRC). In the center of the Missouri certificate between the two signature lines, there will be an ACT seal to indicate to employers around the country that the MoCRC is aligned with the national certificate.

Dr. Shannon asked if the assessments were available in different languages. Steve Anderson explained that they were available in English and Spanish. Dr. Shannon asked about people that have the skills but are unable to take the assessments in their native language and how that affects the outcome. Rod Nunn thinks if an individual is assessed in their native language and the profile is based off a work setting where everything is done in English, then that will become an issue. Mrs. Hopkins stated that it may also depend on the job profile. ACT's response to that type of situation is called English WorkKeys. This would reverse-profile the job to see what levels of English for speaking, writing, and listening are needed to perform the job.

The MoCRC is issued by the Governor and, as Acting Chair of MTEC, Dr. Chartock also signs the certificate. Approximately 5,000 certificates have been issued around the state since April 2006.

Sonny Raines, Northeast Workforce Investment Board, stated that he has worked with WorkKeys for many years on the education side and now as an employer. There are a lot of employers, particularly in his region, that haven't heard about the CRC and are not using job profiling. He suggested a state-wide awareness program be considered as a way to drive the success of this program. Mrs. Hopkins stated that the Division of Workforce Development (DWD) will be creating a marketing plan to increase awareness of the MoCRC.

During the fall, Mrs. Hopkins had planned on meeting with the Education Foundation of the Missouri Chamber of Commerce but that meeting has been tentatively rescheduled for February. Mr. Barton asked if Mrs. Hopkins was on the agenda for the next Missouri Employer Committee meeting to network the CRC. Mrs. Hopkins responded that she was not.

Tomorrow, Mrs. Hopkins and ACT are meeting with the Governor's Education Liaison and the Director of the State Merit System, to discuss the CRC as well as the merit system. The Governor has issued an Executive Order to review and improve the state merit system. Mrs. Hopkins suggested that since the Governor, as an employer, is endorsing and signing the MoCRC certificate, then perhaps he would consider the MoCRC as a condition of employment for state employees.

Dr. Chartock asked why an employer would use the MoCRC to employ low level staff when they know they don't have enough supply and if this contains anything about character. Mrs. Hopkins explained this only addresses hard skills. An employer with entry level jobs needs to use the MoCRC to reduce turnover. The certificate will reduce the investment in a new employee that is not going to work out because the MoCRC helps identify the right person for the right job based on what that person knows. Dr. Chartock commented there is cognition, which this tests; there's affect, which can't be tested in advance; and then the final issue is behavior. Behavior may change depending on personal situations so that is not 100%. Jim Duane pointed out that most companies do not want employees to remain in entry level positions; they want them to grow within the company.

At the current time, although the MoCRC is available on what is being called a pilot, it is more of a soft rollout in 9 of the 14 local workforce areas. The plan is for the MoCRC to go state-wide July 1, 2007. The marketing plan needs to be in place so that employers will know what to expect and job seekers will know what will be required to satisfy employment. The added bonus with the MoCRC is the partnership with ACT's NCRC, which provides additional credibility.

Joe Knodell asked how many states are familiar with the CRC and if any of those states have experienced problems with the program. Mrs. Hopkins stated 28 states are utilizing the program with positive experiences. Dr. Chartock asked if there are firm criteria being used to indicate whether it is working and what variables are tested to evaluate the program. Mr. Anderson reminded everyone that this is still a "young" venture; to get good empirical data, more history is needed. The most valuable information is the return on investment information and empirical data that ACT receives from businesses to look at a correlation between good outcomes and performances but ACT needs time to process this information. Barbara Halsey stated that the CRC has only been in place three or four years but the WorkKeys assessments have been in use for 12 years before a certification was created to go with them.

Dr. Chartock asked who pays the cost of the MoCRC. Mrs. Hopkins explained that at the current time, the MoCRC is provided to people that are in different Workforce Investment Act (WIA)-based programs so the appropriate program has covered the costs. Once the program goes state-wide, it will be available to everyone to prevent any type of stigma attached to the certificate. Mrs. Hopkins explained that once the MoCRC is available to everyone, individuals not associated with a WIA program will be allowed to pay \$45.00 to take the tests. There are some schools that are currently providing the MoCRC for their graduating seniors. Central High School in Cape Girardeau is going to do this for all seniors this year; St. Louis Special School District is doing this now. Rich Payne stated that the money to pay for this is coming straight from the school district, not from an external source.

Mr. Nunn stated that most of the programs in the career centers come with a federal funding stream attached to the customer. For a dislocated worker, a disadvantaged adult or youth, a TANF client, or a food stamp client, there is an employment and training funding stream attached to that client that will pay for the assessments.

John Gaal stated that at the MoCRC meeting conducted yesterday, it was discovered that Jefferson College requires all graduating individuals with an Associates of Applied Science (AAS) degree to go through the CRC process before graduating. Dr. Gaal explained that Jefferson College confirms two types of degrees, AA and AAS. He has wondered why all individuals graduating are not going through

the CRC process because one day they will all be gainfully employed. The speculation was that it may be because the graduate with the AAS is going into a career while the AA will probably transition to a four-year institution.

Jerry Pelker asked if there is anything available that defines the requirements. Mrs. Hopkins stated that this is explained briefly in the MoCRC brochure. This brochure can be provided to employers to explain the CRC and how it could benefit them or to job seekers to show how they can get a job quicker. Additional information has also been posted on the website established for the MoCRC.

Don Hester asked if there would be something done with the soft skills program similar to the one Mr. Payne has in Cape Girardeau. Mrs. Hopkins stated that the hope is they will come together. ACT has samples from other states of some well rounded packages that include personal skills.

Mr. Duane stated funding should be seen as a safety net. For example, if an individual wants to get into the Carpenter's Apprenticeship Program, the Carpenter's will pay the first time. If that individual doesn't have a high enough score but wants to stay in the apprenticeship program, then the individual is responsible to pay to retest. There are also companies that require the individual to pay the costs of taking the CRC tests when submitting an application. Missouri is not expecting funding for 100% of the residents of Missouri. The funding being discussed is in relation to people who are unable to afford these tests.

Dr. Gaal indicated that there are a lot of programs available for the dislocated, the unemployed, and the underemployed, such as the job training grant that the partners have in conjunction with the Cape Girardeau area. Those two components are basic probational issues within that grant for nearly everyone that participates. They have to go through the CRC process and the IC3, which is the digital process. More employers are saying those are skills they want employees to have.

Frederick Douglas pointed out that pass/fail information for those individuals who are required to take the test would be of interest so that those who do not do well will not get a referral for training. This information could be used as a program evaluation tool. Dr. Chartock asked if this might be included as a requirement. Mr. Douglas explained it could be used internally as a method of determining the effectiveness of the program. ACT has discovered that this is an equally attractive tool to profile content in training programs for new employees. WorkKeys is used to raise the skill levels of staff to prepare them for training programs; the staff will understand the process and will come out with a better result and then there will be a more successful training program. Mrs. Hopkins stated there will still be training for a new hire but as a new employee, then that employee will have the skills but be trained in the specifics of that position.

WorkKeys Verification of Skills as Represented

In explaining how ACT can verify the skills the assessment scores represent, Ms. Halsey stated, as with any assessment that ACT produces, WorkKeys has the highest standards for reliability. There are three types of validity that the uniform guidelines on employee selection procedure describe: criterion-based, construct, and content. ACT utilizes all three types of these validity methodologies with WorkKeys but WorkKeys assessments rely on content validity more heavily than the other two. ACT does gather criterion related evidence and construct validity as deemed appropriate and necessary. Content validity test items accurately represent the content that is being measured. Uniform guidelines suggest that a content validation strategy should focus on observable work behaviors. Standards in Educational Psychological Testing address validity evidence that might be used for selecting, promoting, or classifying employees. This should be based on a job analysis study that defines the work performed.

Once the WorkKeys content is validated, then it is necessary to rely on job profiling and skill map procedures. ACT has designed them to meet standards for content validation and uniform guidelines of employee selection. This is done to determine critical job tasks, WorkKeys skills needed, and identifying the level of skill required to perform that job.

One way for test taking is a comparison of the Uniform Guidelines requirements and the ACT job analysis procedures for job profiling and skill map. When the job profiling or job analysis study is conducted, content validity is documented by stating which skill levels are relevant to the job and then linking the job task to the skills and skill level.

Dr. Chartock is seeking a predictive validity for when he hires somebody. Ms. Halsey explained that the content must be directly related to the job tasks to be accomplished.

Dr. Chartock was concerned that people who care enough to take the test will automatically do better so he questions that the content analysis won't necessarily affect the predictive validity. Mr. Anderson stated this will be addressed with criterion. Construct validity starts with the development of the test and continues until the pattern of empirical relationships between test scores and other variables determine the test score. The assessment measures what can actually be measured.

ACT looks at the relationship between WorkKeys and the ACT mathematics section to see the type relationship. There is a moderate relationship between a WorkKeys result and what someone would score on the ACT mathematics test. In general, the test would issue a higher level score on WorkKeys applied math than with the entire ACT math test score. ACT found a similar relationship of ACT compared to the WorkKeys reading for information assessment to the ACT Reading test.

Another way to explain construct validity was shown with the ACT study, "Ready for College, Ready for Work: Same or Different." The study compares WorkKeys assessments to ACT college readiness benchmarks. The finding is that whether headed to work or college, the same skills are necessary.

Criterion-related validity is collected by administering tests to applicants or incumbent workers and then comparing the results of a supervisor's rating for that individual with WorkKeys results. With the predictive study, all active employees are tested, the results are set aside, and hiring is based on other variables. Later, the supervisor's performance rating of those hired is compared to the test scores. In a concurrent study, the employer administers the WorkKeys assessments to the job incumbents and compares the scores immediately to the supervisor's ratings. The concern with these types of studies is they may fail to accurately measure all of the relevant aspects of performance. Sometimes these studies address additional measures that are not related to performance and are subject to greater measurement errors.

Another item in the criterion validity is job specification consistency, which is when an individual is classified according to the WorkKeys scores. There is a minimum acceptable level and, if met, the individual is considered to be successful. The employee's job performance ratings are then compared with their test ratings. Correctly classified employees will be classified the same by either the WorkKeys test or the job measurement rating. The concerns with this are the restrictions a rater has in terms of accuracy in rating performance and the sufficiency of the cut-off scores.

Ms. Halsey explained that ACT conducts performance-based case studies for empirical data, which also support the validity of the assessments. Case studies can be found at www.workkeys.com/case.

In response to providing additional validity and demographic information, Ms. Halsey explained that research has taught ACT to expect statistically significant differences between the majority population against the minority population. WorkKeys performance is consistent with this research. The scores are

expected to show about one standard deviation between a Caucasian population and an African-American population. ACT applies a criterion of a statistically significant level score difference of 0.5. If the Caucasian data is reviewed, the 0.5 difference is seen as being statistically significant. There are no differences between Caucasian and Asian-American data but there is a statistical difference between Caucasian and Hispanic data and Asian-American and Hispanic data. There is no statistical difference between genders.

Kim Mildward commented that the test should not be biased against one sex or one race and agrees with ACT that there isn't a statistically significant difference between race or gender. The WorkKeys assessments are based truly on the amount of knowledge, not on cultural differences or gender. There is a difference but if it is not a 0.5, the score will be based on testing ability. Dr. Chartock stated he would need to know more about the populations because if 5,000 individuals are tested with minute differences, then it would still be a statistically significant difference. Ms. Halsey stated ACT tests using large populations.

Mr. Anderson offered that ACT wants to encourage that the employer's use of any assessment be clearly linked to the critical tasks required for the job. This is a system consisting of job profiling, assessments, and training that can be used to have an evaluation linked to those critical tasks in addition to any cut-off scores. Ms. Halsey offered for anyone with questions about validity or reliability to contact ACT's Industrial-Organizational psychologists.

Mr. Pelker asked if an employer could state in a job listing that the applicant must possess the silver or gold level CRC and if it would be a valid employment criterion. Ms. Halsey explained that it would be better for an employer advertising for a job to simply ask for a CRC like they would ask for a high school diploma. If the employer wants to be specific about the level of CRC, then they need to do job analysis studies to ensure that the job really requires those scores.

Mr. Pelker asked about assessments in other categories. Ms. Halsey stated that these three components (reading, applied math, and locating information) were required in 85% of the 13,000 jobs that ACT reviewed which was why they were the basis for the CRC. ACT has eight difference categories. In some areas, there are certificates available called a CRC Plus by adding observation or teamwork.

Mr. Anderson shared information about a newly published report by ACT called "The Future Workforce of Missouri." The basic premise looks at information such as ACT scores, student career interests, and the types of jobs in Missouri. The top five high skill areas are management, education, computer specialties, health care, and community services. The 2006 study, which used 24,711 students' ACT scores, determined that there is not enough interest in these high growth career fields to meet the demand. In terms of ACT results, over half of the students achieved scores that showed they were ready to enter college and enroll in social science courses. However, less than half of the students are ready for college math and science courses. The conclusion from this study is that Missouri has the potential to face labor shortfalls in these high growth fields where skilled individuals will be needed. As might be expected, those that do well in college courses will be successful on the job. He reinforced how important it is to encourage educators and counselors to keep working with students to help them reach a level of preparation for college in order to meet the workforce demands.

In reviewing 366,000 tests over the last two years, 13% scored below level 3 in reading. In applied mathematics, 25% out of over 280,000 scored below level 3. Locating information is more difficult because it is not something that is taught in school but it is used every day. 32% scored at or below level 3 in locating information. Mr. Anderson made the point that there are not many jobs that those scoring below a 3 would be prepared to hold.

In regard to the NCRC, ACT has been involved with a consortium of states to develop the certification using these tests. Dr. Richard Ferguson, ACT's CEO, realized that just like the emergence of the ACT college entrance exam as a way secondary schools and colleges could talk to one another, colleges could set standards to make sure that the students are prepared for the workforce. ACT decided to partner with programs that are already in existence, like in Missouri, plus ACT opted to develop its own certificate for those areas where a state certificate is not available. Like with the MoCRC, the NCRC certifies an individual's learning ability to the employer.

Dr. Chartock asked for clarification about Worldwide Interactive Network (WIN). Mr. Anderson explained that WIN and KeyTrain are two companies who deal with content. Their main focus is on providing remediation to raise WorkKeys skills. They have developed modules for each skill level.

Brenda Wrench asked if this is different from the Alchemy computer module training system. Mr. Anderson explained that Alchemy deals more with the soft skills. Ms. Halsey stated that WIN and KeyTrain are partners with ACT because their training curriculum addresses each level of skill for each ACT assessment so the content is there that the individual is going to need to try to increase to higher levels.

Dr. Chartock complimented the Workforce Investment Boards (WIBs) that have started providing services for employers. He specifically mentioned St. Louis and St. Charles Counties. He credited Mr. Nunn for making this possible. Dr. Chartock asked about combining what those WIBs are doing with ACT's research although it does not appear that this could be easily done.

Ms. Halsey stated that because of the state's contract with WIN, each WIB has received WIN software and has been trained by WIN in the use of that software. The WIN training software will help people improve their skill sets and get into better jobs. Mike McKown explained that WIN is being used state-wide because it can be used as a stand-alone product. If a person knows they need to improve certain skills, then they can work on improving those skills without taking the WorkKeys assessment.

Mr. Payne stated that another piece of that is incumbent training for employees who are currently working but looking to move up to another position. Many companies that he deals with require certain levels for advancement. If that employee tests but is below the required score, then they are probably unable to move to that next level position. At Mr. Payne's institution, that employed worker can remediate through WIN, and work at getting up to the appropriate level so that they can seek that next level position within the company.

Dr. Gaal explained, through internal administrative tracking, he found that the research that WIN and ACT provided before implementing some of these modules, was pretty accurate. For someone in the carpenters training, if there is someone that scores a 5, then within the next six months, he has to get a level 6 in math to stay in the program. It takes 25 – 40 hours in WIN's system working on math to move from a level 5 to a 6. Mr. McKown offered access to the WIN training system so that MTEC members can experience the system.

In regard to the NCRC, ACT will issue those certificates. ACT will go back five years for any individual who has registered and taken the tests. ACT will also work with states to distribute seals to be applied to the state certificate. The NCRC has a five-year life span but Missouri's certificate does not. Up to a set date, there will be no charge for an individual to register themselves to receive a certificate.

The website that ACT has established is MyWorkKeys.com. ACT is also going to have a talent bank so that individuals can enter additional information besides WorkKeys scores in, basically, a job application form. This is a nationwide job bank where employers can post jobs. This is intended to be an economic development tool based on skills. ACT will be working with states to provide marketing support.

ACT has worked with the Missouri Economic Research and Information Center (MERIC) to develop the brochure "Working Together." ACT and MERIC have also worked together to define high growth jobs by WorkKeys standards.

Franciena King asked if the job profiles scores are national scores or state specific. Mr. Anderson explained that there are composite scores. Profiles are categorized by only job title but are relevant anywhere in the country. A high growth approach was developed because Missouri wanted 777 job titles but ACT only has 443 in the database. Ms. King asked if the score for a job would be the same no matter what state. Mr. Anderson answered it could be different due to different tasks being involved. For the most part, like positions all do the same thing but in one hospital, a job classification might have tasks that are different from another hospital.

Ms. Halsey stated that in looking at the application database, it will show the mean but it will also show the lowest score and the highest. The mean might be a 5 in math but there could have been a profile that requires a 6 depending on the specific job in that specific place. In general, the score will be the mean. Ms. Halsey explained that on the assessment, a 4 is a 4 no matter where the test taker is, but the profiling may have unique characteristics for that particular job.

MERIC'S Merge of WorkKeys Skills and Occupational Projections

Mary Bruton presented employment projections to show where Missouri's economy is heading based on past and present trends. This data helps to offer insight regarding future growth or possible decline of a certain industry. Projections estimate the long-run full employment economy; they should not be used to estimate gaps in employment. MERIC does not use unusual conditions of the future but a probability statement about what is likely to occur based on past history. Over 20 years of data are used to issue these projections. The projections can be used by individuals such as counselors and education training providers to look at what type of education and training programs may be needed in the future and by economic developers and regional planners when considering incentive programs to lure industry to the region.

Dr. Chartock asked for an example of a job projection that isn't being used now but may be used in the future. Ms. Bruton explained that this cannot predict jobs that do not yet exist or are emerging. Whenever new technology comes to the forefront, MERIC gets the information and then reacts to it. Once there is a population of people in that occupation within an industry then that can be included to project employment based on historical data.

MERIC conducts two different kinds of employment projections for industries and occupations. Industry is where people work and occupations are what they do at that place of work. MERIC develops industry projections for over 300 detailed industries at the state-wide level and well over 750 projections for occupations. The projections are funded by the U.S. Department of Labor (USDOL) in all 50 states.

Within industry and occupational projections, MERIC produces short-term and long-term projections. Short-term predicts on a two year horizon and are done annually for the state of Missouri and the two sub-state areas of St. Louis Metro and Kansas City Metro; the current short-term projections are for 2005-2007. Long-term projections are on a ten year horizon and are completed every other year. Currently, MERIC has state-wide data for 2004-2014 and will have new regional projections this spring. The current regional data is for 2002-2012.

Working with ACT, MERIC has merged WorkKeys information into occupation projections for 750 occupations. As a career exploration and planning tool, an individual can use this information to investigate occupations in which they may have an interest. MERIC has a brochure with the occupational projections data with WorkKeys data for Grade A careers, which are a combination of the average wage

for an occupation, the growth of that occupation, and the openings in that occupation over a long-term period. It is important for someone who is interested in entering these Grade A occupations to look at the scores, not just the CRC level.

MERIC plans to include WorkKeys skills data in most of their labor market information products. Their online occupational projections will include all of the WorkKeys data so that a job seeker can enter their WorkKeys scores to match with occupations. This will allow MERIC to do regional skills analysis for the skilled labor pool and assist in realignment training programs.

Dr. Gaal asked if the pamphlets would be available to high school counselors. Ms. Bruton stated copies have been printed for distribution to the career centers but there will need to be a discussion about having it printed for a wider distribution. The web application must be developed prior to distribution of the brochures so that, as individuals read the brochure, they can look up their job or degree program. This is expected to be mid-February.

Ready to Work Update

Steve Coffman provided the status report on the work of the committee to develop a voluntary ready to work program for high school seniors by June 30, 2007. This follows up the report from the October MTEC meeting. SB 894 states that the program will contain academic components, work readiness components, assessment tools and techniques, as well as an identifiable guarantee to employers that this individual is ready to work.

In September, a facilitators group was established and the first meeting was held in October. In November, the academic components were discussed. In December, the group drafted the work readiness components and, through web conferencing, refined the academic components. Another web conference was held to organize the work readiness components.

In the near future, the group will identify and align the Ready to Work certificate with existing assessments that are in schools as well as the soft skills assessments under development. They will also be looking at national certificates currently in use. The final process will include plans for program implementation, how to make this fit within the existing system, and then rollout.

The performance expectations with regard to applied math relate to the Show Me standards. The facilitators have developed the components and cross referenced them to the curricula drivers already in Missouri schools. The work readiness skills are still in the draft stage.

The academic and work readiness components that the facilitators have brought forward are: applied math, reading comprehension, communication (written, verbal, and listening), critical thinking and problem solving, gather and evaluate information as well as information technology, career development and planning, professional/ethical behavior, personal accountability including personal responsibility, inter-personal skills, self direction and management, and life long learning.

Acceptance by employers is very important for the success of the Ready to Work certificates. If the employer is not asking for this certificate or other information such as attendance records or GPA involving that student, then high schools are not going to volunteer to participate. Employers need to understand why it is important to request that information. Program rollout is expected to be scheduled to coincide with the MoCRC rollout. Mr. Coffman would appreciate any suggestions for how to roll this out to the employers and follow up with an e-mail through Mrs. Hopkins.

Mr. Pelker asked about the similarity of this work readiness certificate to WorkKeys. Mr. Coffman stated the key thing is the program rollout and hopes they can be dovetailed. If employers' awareness of one certificate is going to be increased, then awareness of both certificates should be increased. Mr. Pelker

asked if an individual would then need two certificates to get a job and if it makes sense to use both programs. Mr. Coffman stated that the CRC is really a medicine for the adult workforce right now but there are some exceptions such as Mr. Payne is using it for every high school senior. Mr. Coffman also stated that the CRC addresses the three WorkKeys tests; the work readiness certificate addresses the components mentioned earlier along with some of the soft skills tests being developed by ACT.

Mrs. Hopkins clarified that the CRC is not specific to adults; it is for any type of worker. Every student in school is ultimately going to go to work whether that is after a college experience or immediately after high school; they will eventually go to work in some capacity. Mr. Coffman further explained he should have said that the CRC is being piloted for adults.

Mr. Payne hopes these two initiatives can be dovetailed together because this is the first time in his career that education, employers, and the unemployed are going to be on the same page. He understands there are other components that are part of this that may need to be addressed through curricula within the schools but those three skill sets are what METS and MTEC are looking at. He would hate for his training center and the career centers to have to restart the initiatives. Mr. Payne also understands there are more components to this that are curriculum based and not assessment based. Mr. Coffman explained this has to be able to fit within the existing process and systems. One school may determine that the WorkKeys tests may best determine which individual would benefit from which certificate and another school may look a different direction because they don't use WorkKeys but may do more with the ACT assessments. Based on past initiatives, schools will take what best fits with what they are already doing. If they have the resources to bring in new ideas, then they will.

Mr. Payne suggested the committee look at the case study concerning the Chicago public schools that is on ACT's website. The case study describes what the Chicago schools have done with the three WorkKeys tests and by redesigning the curriculum in order to assist with skills most specifically targeted at WorkKeys plus other components, too.

Mr. Nunn explained that one role of MTEC is to coordinate various things like the Youth Ready to Work and the CRC. He stated that every other state that uses the CRC has talked about marketing the components to penetrate the industry market. If Missouri is going to market two separate certificates that are substantially similar to each other, then employers are going to be confused. His concern was that there is only one chance with employers to make this right.

Mr. Payne stated that school districts are overwhelmed with what they are currently doing with assessments within the 179 calendar-day school year. He believes that if this is voluntary, then most of the 525 school districts within the state will opt out. He understands that is the way the bill reads but leaving participation voluntary will lose participation. Mr. Coffman agreed unless it dovetails with what school districts are already doing.

Biotechnology Presentation and Tour

Dr. Richard Norris, Director of Life Sciences, at the Florissant Valley Campus of the St. Louis Community College, provided background regarding the college's emphasis on plant and life sciences. Through a study conducted by the Battelle Memorial Institute in 1999, it was established that there are about 390 plant and life science enterprises in the St. Louis area with about 22,000 employees having a \$10.5 billion economic impact.

The 2000 Battelle Memorial Institute's strategic plan was to help position St. Louis to become a player in the plant and life sciences. The study recommended the continuation of the development and expansion of career opportunities through the community college.

Six areas constitute life sciences in the St. Louis region: nutrition; organic agricultural chemicals; drugs and pharmaceuticals; medical devices; hospital laboratories; and research and testing.

Dr. Sarah Perkins explained that with the growth of plant and life sciences in the St. Louis area, the community college investigated what could be done to assist the workforce to support a growing industry. There have been groups formed to discuss how to organize internally to address these workforce and educational issues around plant and life sciences. In 2006, through a series of strategic conversations, development began for the Center for Plant and Life Sciences at St. Louis Community College. Dr. Norris was named the Director of the plant and life science center.

The purpose of the Center for Plant and Life Sciences is: to coordinate the internal work of the community college; to coordinate the work done with external partners; and to develop relationships with businesses, industry, the state, and the St. Louis Regional Chamber and Growth Association. The Center is also responsible for looking at the workforce needs in the plant and life sciences areas and how the community college can help.

The clusters that already exist are in the applied bioscience areas: therapeutic and diagnostic technologies, located at the Forest Park Campus; environmental technology, which is in development; life sciences and engineering, with various technology tracks throughout the college system; and math and natural sciences as a foundation.

The community college conducted conversations with business and industry partners to see what skills were needed for the workforce. In 1996, when the first tech scans were conducted, the partners said a workforce was not needed because this wasn't going to happen. Only a couple of years later, partners were asking for a workforce in the plant and life sciences areas. Fortunately, the college had already had a program in place and operating.

The St. Louis Community College is the only community college with a program specifically preparing a workforce in the plant and life sciences fields. As a co-founder of the Missouri Biotechnology Association, our students are able to attend the international bio-conferences. In 2003, the biotechnology program was recognized by the Missouri Biotech Association as one of the premier education programs in the state of Missouri.

Various campuses of the St. Louis Community College have different programs. The Forest Park Campus has allied health, which includes therapeutic and chemical laboratory technician programs. At the Meramec Campus is the horticulture plant base which includes turf management and plant sciences. At the Florissant Valley Campus, the focus is on biotechnology and chemical technology programs, plus engineering in bioenvironmental technology.

St. Louis Community College made a commitment to increase exposure to technology and sciences into K-12 and the community by developing a mobile tech unit. This mobile tech unit can be outfitted for chemistry and engineering technologies, chemical technology, biotechnology, and computer networking.

Dr. Perkins shared that although she had come from a four year background in the sciences, these students spend more time in a laboratory, learning how to use the equipment than a student would in working toward a baccalaureate degree. The facilities were jointly funded by the state and grant funding through the National Science Foundation. Dr. Norris stated that half of the biotech students come to the community college with a bachelor's degree in order to receive this hands-on training to be more employable.

The council and guests then toured the classroom and laboratory facilities.

Infinite Scholars Program

Thomas Ousley is a high school English teacher and the current director of attendance for the Jennings School District. He also is responsible for the Infinite Scholars Program, which is the largest recruiter of African-American students in Missouri and the second largest in the nation. There are no fees to students or colleges to attend the scholarship fairs.

A scholarship fair is different from a college fair in that students are to bring their transcript, ACT/SAT score, a resume, and two letters of recommendation. Colleges are asked to be prepared to accept them on-site and, in some cases, award scholarships. Mr. Ousley explained that the process at the scholarship fair is that the student enters one door as a high school senior and goes out the other door a college freshman with a scholarship. During a scholarship fair, there is rarely enough space due to the number of students attending and completing applications.

Mr. Ousley explained the problem is that Missouri is losing too many African-American students to historically black colleges out of state. Missouri only has one college, University of Missouri-St. Louis (UMSL), that has 1,000 or more traditional black students on their campus; Alabama A&M has almost 1,200. Alabama A&M targets Infinite Scholars as a key recruiting tool. A traditional student is 18-20 years old that worked no more than a year before entering college.

In the past, Infinite Scholars activities were mainly centered around St. Louis but now their fairs are conducted all over the country. Some schools participate at every location, such as Purdue University. Scholarship fairs will be held in the Midwest during January and February. Normally, about 25% of the students attending leave with some sort of money along with instantaneous acceptance to college. Acceptance is contingent on graduation with a 3.0 and verification of credentials that each high school will have to submit. In many cases, high schools send their counselors or the assistant principal, to sign off on the information at the scholarship fair.

Mr. Payne asked if all of the universities, including UMSL, that come to these fairs are 4 year universities. Mr. Ousley explained that UMSL doesn't attend the fairs but that UMC, UMKC, UM-Rolla, Southeast Missouri State, Missouri State, St. Louis College of Performance, Webster University, and St. Louis University are all listed on the Infinite Scholars Program website. The program does charge a fee to be listed on the website.

Even if a student that has been awarded scholarships chooses not to attend one of those schools, those scholarships can be used as leverage with another college. Mr. Ousley made some suggestions as to changes that need to be made by the Missouri system. He suggests awarding every valedictorian in Missouri a full scholarship to a Missouri school. The worst thing that could happen is that Missouri colleges would have 850 of the brightest kids in attendance. Bright Flight helps but it is only \$2,000.

Mr. Ousley stated that colleges should also work with MOHELA since MOHELA forgives student loans for those who qualify for Pell Grants. If a loan doesn't have to be paid back, then it is essentially a scholarship. These are things recruiters can use to recruit students.

Dr. Chartock stated that the most prestigious colleges in the country claim they charge such high tuition so they can spread more scholarship money around to the people who can't afford it and if there was any way to take advantage of that. Mr. Ousley explained that this year, Harvard will have a representative at the fair. Harvard has a great scholarship for under-represented minorities but qualifying is very difficult. This is not only for African-Americans but all students. Infinite Scholars tells the colleges not to bring minority scholarships because if all students can't attend, then they prefer not to have that college at the scholarship fairs. ACT scores are lower for African-Americans and Hispanics than for other groups so they need extra assistance in order to get into college. Anyone can attend the fairs and can find a college to attend.

Mr. Knodell asked if high school counselors state-wide were aware of this program. Mr. Ousley just completed a mailing to every high school between Springfield, Illinois and Topeka, Kansas. Infinite Scholars lacks a contact for the area between Sikeston and Cape Girardeau. Mr. Payne volunteered to be his contact in Cape Girardeau.

Mr. Payne stated that he is Native American with a daughter that is a senior in high school so he has been working on Native American scholarship opportunities. He suggested those websites should crosslink with the Infinite Scholars website as there is significant money available for Native Americans.

Dr. Shannon vouched for Mr. Ousley's efforts as he includes community college students, contacting Dr. Shannon frequently about how to make sure that community college students are at the fair in St. Louis.

Dr. Gaal stated he is contacted by Mr. Ousley regularly about the fact that little is being done by the University of Missouri system to keep bright minority students in this state. Several people have spoken on numerous occasions about Missouri's bright students going away to school and staying away.

Division of Workforce Development Reorganization

Mr. Nunn described the reorganization he is implementing for DWD. The reorganization is being driven by the decline in the Wagner-Peyser funding for staff, the career centers, job listings, and the GreatHires website as well as outdated workforce solutions to current problems. The Toolbox computerized case management system needs to be replaced. There need to be improvements made in how program operators receive management information to manage programs and outcomes. In the Central Office, there are isolated functions including training and technical assistance, quality assurance, procurement, and policy development to be centralized. At the local career center level, the organization chart of who reports to whom will be revised in several places.

Although federal funding, including Wagner-Peyser funding, has not necessarily been reduced, it has not increased to keep ahead of inflation. Over the last few years, it has been devalued due to inflation by \$1.6 million causing many states to close offices. In Missouri, 14% of that funding is used for administration so that money is actually able to buy less.

Transferring self sufficiency programs to DWD did result in an increase in funding. FY06 increases were due to the WIRED grant, the Disability Program Navigator grant, the change in federal formula allocations, and discretionary federal funding. Even though the federal funds have increased during the current fiscal year by 15%, the administrative fund only increased by 4.8%, which causes DWD to do more with less. DWD oversees a number of discretionary projects with existing staff.

DWD has a history of serving one business, one worker at a time. DWD plans to replace that process with a wholesale community industry impact. One of those methods is to use the internet through spidering to identify all of the jobs available on the internet to job seekers. Spidering technology looks at all of the available websites, newspaper sites, and corporate job sites, and collects them into one portal so that the job seeker goes to just one site to do a job search.

With the reorganization, DWD is eliminating the regional manager classification through retirements or transferring incumbents into existing vacant supervisory positions. The result will be eliminating a layer of bureaucracy in the chain of command. DWD is working with local WIBs to implement functional management so that one-stop operators have functional, programmatic control over state programs. The reorganization is merging Field Operations and Program Operations into a new program called Workforce Services. The Deputy Director position will be eliminated. The reorganization reflects the reality that administrative dollars have not kept pace with new program dollars.

Another long-term goal of DWD is to become paperless. Using digital document control, all of the paper that exists is captured digitally. DWD is establishing a digital document control desk and a central repository for documents.

There is a major focus in the reorganization on programmatic and fiscal integrity, focusing on JOBSTAT and Toolbox redesign. DWD is integrating financial and programmatic monitoring into a new Quality Assurance Unit.

The reorganization retools existing staff and partner staff to focus on skill development. DWD is creating a skill development center in the Central Office so that all of the technical assistance and training throughout DWD becomes timely, relevant, and consistent. DWD will ensure alignment with professional development plans and the competencies used. The career ladder will be improved so that the Workforce Development Specialists I's who work in the career centers, can advance to the upper levels. DWD is also looking at creating a Workforce Development Specialist II position that focuses on skill development.

DWD is enhancing the business and industry services by moving Rapid Response from Program Operations to Business Relations. DWD believes the initial contact and coordination with business to set up the process needed to begin the transition process for a worker to get a new job is a business service function. After that person is trained, it becomes a supply function. DWD will have the business service programs, the Missouri Employer Committee coordination, and discretionary funding projects report to one person instead of to several.

DWD has approximately 25 funding streams that are either operated by state staff in the career centers or through the contractual process through the local WIB operators. Functional management where programmatic decisions will be made by one person that will be designated by the WIB. The actual delivery of programs is required to be provided by state employees so DWD will still have formal management for personnel issues.

Dr. Chartock asked if the executive of each WIB hasn't always been the functional manager. Mr. Nunn stated WIBs do not operate programs; WIBs are government administration entities. By law, there is a firewall between the board and the operation of programs. The executive director of the WIB is responsible for contracting those services. So the WIB Director will select the one-stop operator, who is the functional manager.

Dr. Chartock asked who was eligible to be the functional manager. Mr. Nunn explained that, under current law, the WIB has an option of procuring a one-stop operator or creating a consortium of partners to serve as the operator. DWD's preference is to use a single person to reduce confusion with a consortium. There are many models and hybrids that WIBs can implement. For example, when a WIB bids out their WIA, CAP, and TANF employment training programs, they could include one-stop operator qualifications in the procurement and make whoever is awarded the bid the functional manager of the relevant career centers. Flexibility is important because of the uniqueness of the regions.

Ms. Wrench stated that any time the relationship between the state and subcontractors change, then the state dictates how things are done. Across all state organizations, there are varying levels of how much is dictated when it comes down to the people who are actually providing the services. In her experience, there is a misperception on the part of the state for the need for consistency. When Toolbox was used, there was no reporting ability or the ability for people to pull reports to improve their work because all the reporting was accomplished at the state level and the users received the information too late. Ms. Wrench

stated that as Toolbox is redesigned, current reporting abilities need to be included so problems can be corrected when they are happening. She acknowledged that Mr. Nunn is accessible to the WIB directors and enters into collaborative decision making when possible. With Toolbox, DWD doesn't have the best performance management tools but that doesn't excuse the outcomes or expectations.

Roger Baugher will be looking at performance management and system redesign so that it proactively identifies and addresses performance issues. DWD would like quarterly meetings with the WIBs and operators to identify issues, resolve them, and work in an environment of continuous improvement. DWD believes if all available information is brought together, with quarterly meetings to detect and resolve issues before they are a problem, then the system will be more proactive in performance management.

Dr. Chartock asked if the federal government evaluates Missouri's performance as a total state. If so, when DWD staff visits the local WIBs, there has to be some kind of estimate as to what each one's performance should be to meet the total criteria. Mr. Nunn stated that the federal government does evaluate Missouri as a total state. DWD initially negotiates performance with the federal government and then renegotiates those performance measures with local areas to establish goals prior to the beginning of the program year.

Mr. Baugher will also work on the redesign of the case management system. With the reorganization, there will be assets specifically dedicated to DWD from MIS, subject matter experts from our partner staff and DWD staff, a full time Toolbox liaison, program managers, and partners.

The workforce solutions that are at DWD include the CRC, WIN remediation training, and Alchemy SISTEM. DWD is currently using Alchemy for training internal staff as well as basic workplace readiness training to address skills needed to be reemployed. DWD is also using Alchemy for those other skills that WorkKeys is not used for: communications, customer service, teamwork, problem solving, and time management. Mr. Nunn believes the CRC cannot begin without the soft skills piece and is awaiting ACT to finalize their personal effectiveness surveys on performance, talent, and fit which addresses all of the soft skills.

The financial impact from the move to functional management is expected to realize a savings of \$1 million annually. The case management system does not support service integration in terms of work flow. DWD knows that if the right system is acquired there will be cost savings in staff time by utilizing the new system. Mr. Nunn partners frequently with the Division of Employment Security (DES) concerning the initiatives relating to reemployment. The more efficient DWD is, then DES will realize savings on the UI reemployment trust fund. The greater succession reemployment of welfare recipients, the more the state will save on TANF dollars.

Staff will begin transitioning into their new roles on February 1, 2007.

Dr. Gaal stated he has personally never used Toolbox and wants to know what is wrong with it. Mr. Nunn explained that DWD began as a job training and development division with one program, WIA. With the addition of programs, Toolbox was designed to take on new responsibilities. However, the needs have outgrown the system. Mr. Baugher also explained that Toolbox was built in pieces, making it difficult to get appropriate reports.

Dr. Gaal asked if GreatHires was one of the pieces and if that will need to be revamped as well. Mr. Nunn stated GreatHires is the public side of the system and there will be enhancements made there as well.

In referring to the organization chart, Ms. King asked if there was a relationship between the performance management and the performance and research which are listed separately on the reorganization. Mr. Nunn explained JOBSTAT is a team across DWD that has been brought together to perform management issues at the state level. JOBSTAT is much bigger than any one particular unit within DWD. Ms. King asked if the Planning and Research unit monitors the performance measurements that have to be reported to the federal government. Mr. Nunn stated that is one important piece but will do other things unrelated to JOBSTAT.

Proposed WIA Rules Changes and Proposed State Plan to be Submitted to USDOL

Mr. Baugher explained that USDOL has proposed changes to the WIA regulations. USDOL has published this proposed rule change in the Federal Register and has requested public comments. The comments need to be received by February 20, 2007.

USDOL is proposing this rule change due to the delay in reauthorization of WIA. These changes are expected to improve program administration and state workforce board functionality. Based on the comments received, USDOL could change language to implement the act.

The first item discussed was that the state workforce board membership must include the Director of the State Vocational Rehabilitation program. Although MTEC is the state workforce board, it is a Job Training Partnership Act (JTPA) board that was grandfathered under WIA. As a JTPA board, this proposed change would not affect this council. USDOL has received input that other states have used another entity, such as a Department Director, to represent multiple divisions including the Vocational Rehabilitation agency.

Dr. Chartock stated since MTEC's structure is different then it doesn't have to be part of that item. Functionally, it is important that discussions at MTEC meetings be heard by officials from the Department of Elementary and Secondary Education, Department of Higher Education, or Department of Social Services and that was the notion when this council was formed. He expressed concern that some of these agencies are no longer on MTEC but need to be reappointed. In 2006, there was a move to change MTEC from a JTPA board to a WIA board. For procedural reasons, it failed because the two bills that it was attached to failed; therefore, the amendments attached to it also failed. Until that happens, Dr. Chartock would like to see every effort made to include those officials as part of MTEC.

Mrs. Hopkins has met with Tom Reiss from the Governor's Office to express appreciation for the two new appointments to MTEC. At that time, Mrs. Hopkins also reminded Mr. Reiss about current members who have submitted applications for reappointment to ensure that he is still aware of those applications. She spoke to him specifically about Dr. Chartock's point and asked that the applications submitted by Janel Luck from Social Services and Leroy Wade from Higher Education be considered and positive actions be taken. Mrs. Hopkins also discussed Vocational Rehabilitation and Corrections, which are other entities that would be of interest to the issues addressed by MTEC. There are only so many council positions available but those are all agencies that would be important to have on this council and to be able to contribute to some of the discussions and policy actions. Mrs. Hopkins does not have a timeline on any of the appointments.

Mr. Knodell asked if these other departments receive MTEC meeting announcements and agendas so they are aware of when the MTEC meetings are being held so that they may attend on a voluntary basis. Dr. Chartock agreed that this should be done.

Dr. Chartock stated that he was under the impression that those positions were required. Cheryl Thruston stated she thought the same thing and that they all attended. Dr. Chartock stated it wasn't the person but rather the department that was represented on MTEC. Mrs. Hopkins explained that as an example,

Katharine Barondeau is appointed as Ms. Barondeau but she serves on behalf of DES. The confirmation was Ms. Barondeau's confirmation, not DES's confirmation. Dr. Chartock stated that is unfortunate and hopes something can be done to change it.

One thing that USDOL wants to reinforce in the proposed rule is the state board's role in developing policies and issuing certifications of One-Stop Centers. This is something that Missouri is moving toward anyway so Missouri is ahead of USDOL.

The intent of another proposed change is to clarify the sequence of core, intensive, and training services. Currently, there is a specific process to be followed but this may afford the ability to reroute that sequence.

Last year, Missouri was approved for a waiver to expand the availability of Individual Training Accounts to youth. USDOL is following Missouri's lead and proposing a change to the regulation.

The method of delivery of Wagner-Peyser services including stand-alone Employment Services (ES) offices is meant primarily for states that still operate under a separate system where the career center system operates WIA programs and an ES office offers Wagner-Peyser programs. USDOL has proposed that to no longer be permitted. Mr. Baugher stated that 19 states still operate separately.

The proposed requirement for ES staff to be Merit System employees is something that Missouri is trying to implement with functional management. USDOL is talking in the regulation as to how they might address that and make it easier for states to move toward that.

WIA says Missouri is under a five year plan, which expired two years ago. Until WIA is reauthorized, USDOL is allowing states to amend their plans and submit a shorter-term plan. Missouri submitted two years of the five year plan, which will expire June 30, 2007. USDOL has suggested continuing this process. DWD is unsure of what the final direction will be but the new plan will need to be reviewed during MTEC's April meeting or with the Executive Committee prior to June 30. The new plan will need to include provisions for the waivers that had been approved but will be expiring with the plan June 30.

In addition to the things that USDOL has outlined with proposed language, there are two other things USDOL would like to receive comments on should they influence WIA reauthorization conversations. USDOL has not provided specific language or formally proposed these two items but they are requesting comments.

The first one is the definitions of WIA functions and activities that constitute the costs of administration subject to the administrative cost limit. The administrative costs limitations percentage amount has reduced flexibility as to what can be counted as program rather than administrative. Mr. Baugher explained that it appears that USDOL is considering tightening up the definition of administration instead of expanding the percentage of funding that is used for administration. Dr. Chartock asked if this is an issue at the state level. Mr. Baugher doesn't know if Missouri does necessarily need this, other than the fiscal unit may be interested in how to monitor and audit against those definitions.

The second one is issues associated with the large size of state and local workforce investment boards. Mr. Baugher suggested that MTEC, being a grandfathered board, may want to really look at how the council would be impacted if there was to be a shift to a WIA board.

Dr. Chartock asked how USDOL would like the boards to be structured. Mr. Nunn stated that many of the local boards have struggled with having people there to represent each agency and for every one of those people you have to have one person representing business since the board has to be 51% business. They are looking at that as a way to see if the one-stop operator can be there and if everyone else can be on the sub-committee.

In particular, one thing that USDOL would like to clarify is the section that outlines "representatives" on the board. USDOL initially interpreted that to mean two or more from each entity noted. USDOL now sees that it is possible that "representatives" doesn't necessarily mean plural, in that it could be interpreted to collectively mean a representative of all of them. The plural interpretation has caused boards to become very large by naming two people from each agency on the list.

Dr. Chartock stated MTEC would need to discuss these comments to the proposed rule before they are submitted. Mrs. Hopkins suggested that the Executive Committee be granted authority to approve the comments to be submitted on behalf of MTEC prior to the deadline. Dr. Chartock reminded the council that all members are eligible to participate in the Executive Committee. At the April MTEC meeting the new state plan will be presented for approval.

Ms. Wrench commented that the federal money filters through several layers of distribution, from the state, the county, and then to the actual service providers. Indirect costs get absorbed into differing percentages from the top down, so operational costs are absorbed at the top whereas the people providing the services are supposed to be the only program costs. Ms. Wrench stated that how this is defined affects everybody in the ability to empower those people working with the client. She encourages MTEC to consider supporting keeping flexibility to the extent possible to allow greater flexibility in terms of delivering services.

Mr. Baugher pointed out that funding streams and flexibility are not topics that USDOL has drafted any language on; they want to hear comments so that they can influence the reauthorization language.

Dr. Chartock asked if we did nothing if MTEC could assume that what was done was right and allowable in terms of certifying the one-stops. Mr. Nunn suggested that MTEC may want to submit a comment that tells what was done in Missouri and says Missouri supports changes that continue to allow workforce boards to obtain these types of certifications. Missouri wants that flexibility and not be restricted as to what to do.

Ms. Thruston addressed the issue of two or more representatives. She feels that labor needs two representatives on the boards because one person is not enough of a voice. Dr. Gaal stated they are trying to eliminate the enormous size of boards. When in Washington D.C., it has been discussed numerous times that they would like to get state boards down to a more manageable number of maybe 20 or 25 instead of 50 and 75.

Dr. Gaal moved that MTEC submit comments on the proposed rule changes, especially regarding the state workforce boards' role in developing policies and issuing certifications of one-stop centers. J. C. Caudle seconded this motion. Motion carried.

Dr. Gaal then moved that MTEC submit comments on issues associated with the large size of state and local WIBs. Mrs. Hopkins asked if the comment would be in favor of or against. Dr. Chartock stated the comment could go both ways in that MTEC believes in the streamlining effort and also that there should be a requirement that a certain constituency remain on the council.

Mr. Barton believes it should be left to our own discretion in that it should be a minimum of one and if a board wants more than one, so be it. He suggested it might be appropriate to have two or three from every function listed.

Dr. Gaal stated if this is supposed to be for economic development, then MTEC needs to have a stronger business presence. He used the current attendance as an example as being much less than 51% of business represented at the table. Mrs. Hopkins stated there rarely is a business majority as MTEC is only 30% business to start with. Mr. Barton is the only member present appointed as a business member. Dr. Chartock stated that is an unfortunate reality and this is partially MTEC's fault but it is also partially the responsibility of the appointments process to get the numbers up.

Dr. Chartock commented about how often the top guy in the company is asked to join the board but attending is delegated down the line. Mr. Barton prefers somebody who is going to be there to be appointed than for the top person in the organization to never show up to meetings. However, as Dr. Chartock pointed out, if there aren't decision makers at the table, then there is very little chance policies established will truly reflect business thinking.

Mr. Nunn is certain that DWD will be offering comments on the proposed rule change. He suggested that Missouri attempt to speak with one voice to prevent from getting different views to be more impactful. Mrs. Hopkins recommended that MTEC send a separate letter because sometimes the quantity of comments is important.

Mr. Douglas stated, in regard to the make up of the board, that this allows MTEC to locally address the issue of representation on the board. In regarding the 51% mandate where more members are private sector, there can be a problem of more business than community. This is the real problem in regard to time put forth. His board is going to try to make the meetings more relevant to that particular group so that they don't listen to reports about things they don't understand. St. Louis County is trying to address issues pertinent to St. Louis County businesses that could be given to their board of directors or human resources people. This simply says issues associated with the large size of the boards and that gives a lot of latitude.

Dr. Chartock agrees with Mr. Nunn's suggestion of Missouri having one voice. Mr. Nunn asked if there is a special committee that could work this. Dr. Chartock would rather have an adhoc committee or to have people who might have time and asked what would be a relevant committee to assign to this issue. Mrs. Hopkins suggested the Special Focus committee which Dr. Chartock chairs.

Dr. Chartock asked that a phone conversation be scheduled to discuss the comments. Mrs. Hopkins asked if any other members would like to be included. The other members of the Special Focus committee are Ms. Barondeau, Mr. Payne, and Herb Schmidt. Ms. Wrench volunteered to participate in this discussion. Dr. Chartock asked Mrs. Hopkins to make the arrangements.

Dr. Gaal withdrew this motion regarding the size of the state and local WIBs because having one voice makes sense. Dr. Chartock wanted to ensure that this motion be recorded in case the Special Focus Committee wants to incorporate that into the comments. Mr. Nunn stated DWD will prepare comments that will be made available to the committee for the conference call.

Written Committee Reports

There were no committee reports.

Chairman's Report

Dr. Chartock had nothing further to report.

Staff Report

Mrs. Hopkins had no legislative information to share as there has been nothing introduced so far in the session that impacts MTEC directly.

Date of Next Meeting

The next meeting is scheduled for April 12. Mrs. Hopkins suggested that this meeting be held in Jefferson City or in a central location.

In July, Workforce Innovations will be in Kansas City. She has spoken with her counterpart in Kansas and he is very interested in a meeting between MTEC and the Kansas state workforce board to share what is being done in each state. They will work together to determine the location for the meeting. The meeting will either be on July 16 or the morning of July 17. Mrs. Hopkins strongly encourages MTEC to take advantage of this opportunity for some of Emily DeRocco's staff to meet with MTEC.

There was a suggestion for the fall meeting to be held at the College of the Ozarks, in the Branson area. Mrs. Hopkins has initiated that request and the college is open to MTEC meeting there. College of the Ozarks is a different kind of institution in that there is no tuition and all students work their way through college through campus services. Dr. Gaal commented that in lieu of the fact that there will not be a Governor's Conference in October that might be a great opportunity and asked if there has been a tentative date set. There had not been a date set as of yet for the October meeting.

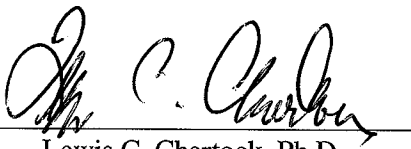
In reviewing the scheduling change for the Governor's Conference, Mrs. Hopkins explained that the Governor's Conference on Workforce Development and the Governor's Conference on Economic Development are being consolidated into one conference and will be held August 27 – 30, 2007 in Springfield. Mrs. Hopkins stated that since MTEC will have just met in July, she wasn't suggesting MTEC meet again in August. However, she encouraged everyone to attend the Governor's Conference and to let her or Trish Barnes know so that arrangements can be made. Mrs. Hopkins will send out a notice closer to the date of the Governor's Conference.

Ms. Wrench announced that the National Urban League Conference is being hosted in St. Louis July 25-28 at the Renaissance. All of the presidential candidates will be invited and it is likely that many of the top people will also attend because this conference normally draws influential people.

The consensus was to move forward with arrangements for the April, July, and October meetings as discussed.

Adjourn

Being there was no further business, Mr. Caudle moved to adjourn the meeting. Mr. Barton seconded. The meeting was adjourned at 2:55 p.m.


Lewis C. Chartock, Ph.D.
Acting Chair


Rose Marie Hopkins
MTEC Executive Director